

## **Update on the Implementation of Administrative Services Credential Standards**

### **Professional Services Division**

**June 18-19, 2008**

#### **Overview of this Report**

This agenda item provides a report on the implementation of the Administrative Services Standards and highlights some topics that may need attention prior to the next scheduled revision of the standards in 2013. Staff is preparing to take this topic to the Commission in August 2008 and would like to hear any comments the Committee on Accreditation has regarding the Administrative Services Credential prior to preparing that item.

#### **Staff Recommendation**

This is an information item only.

#### **Background**

The Commission adopted the *Standards of Quality and Effectiveness for Educational Leadership Preparation Programs* leading to the Preliminary Administrative Services Credential in May 2003. Standards for the Professional Clear Administrative Services Credential were adopted in November 2003.

California's two-level structure for school administrators provides initial general preparation for entry into a first administrative position and a second level when an individualized plan is developed for targeted professional development that addresses the responsibilities of the educational leadership position to which the new administrator is assigned. Generally the first level, or initial preparation, is completed prior to assuming full administrative responsibilities. The second level, or targeted professional development, is completed concurrent with the first few years of administrative experience. A description of the requirements and processes for obtaining California's administrative services credentials is provided below.

#### **Preliminary Administrative Services Credential**

The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, or county office of education although an internship option is available. The major thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program content should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students. An examination option to earning a preliminary credential is also available.

Upon completing the preliminary administrative services program, receiving the program sponsor's recommendation and submitting an application and fee, the candidate receives a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing

administrative service. Once employed in an administrative position, the candidate is eligible for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential authorizes service as an administrator and is valid for five years.

### **Professional Clear Administrative Services Credential**

At the time an administrator begins employment as an administrator and receives the Preliminary Administrative Services Credential, a five-year "time clock" begins for the completion of the Professional Clear Administrative Services Credential requirements. The candidate must complete one of the five options listed below and the required two years of administrative experience to continue in an administrative position beyond the initial five-year period:

- Completion of a Commission-accredited (Standards-based) Professional Clear Administrative Services Credential Program;
- Demonstration of mastery of fieldwork performance standards as required for candidates in a Professional Clear Administrative Services Credential Program;
- Completion of a training program offered under the provisions of AB 430, formerly AB 75 (E.C. §44510-44517) and approved by the California State Board of Education;
- Completion of a Commission-approved (Guidelines-based) Alternative Professional Clear Administrative Services Credential Program;
- Passage of a national administrator performance assessment adopted by the Commission. (There is currently no national assessment available, therefore this option is not available at this time.)

The major purpose of the professional level program is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. The emphasis of the professional level preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of the options above, each candidate's professional development at the professional level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities.

### **Program Approval and Implementation**

Candidates who completed programs that addressed the prior Administrative Services standards may be recommended for a credential only until August 1, 2008. All candidates who entered programs on or after July 1, 2006 had to be admitted into programs that addressed the new standards (adopted 2003).

As institutions participate in the Commission's accreditation system, data will be collected from all approved programs on information such as: the number of candidates in programs, how they are being assessed and how programs continue to meet the standards.

There are now programs in place for both levels of the Administrative Services Credential, offered by a variety of institutions as indicated in the chart that follows:

<b>Types of Program Sponsors for Administrative Services Programs</b>	<b>Administrative Services</b>			
	<b>Preliminary</b>	<b>Preliminary Internship</b>	<b>Professional Standards Based</b>	<b>Professional Guidelines Based</b>
California State University	21	16	16	2
University of California	5	1	5	1
Private/Independent Universities	24	16	18	5
Other Sponsors: COE, District, ACSA	6	0	0	4
<b>TOTALS</b>	<b>56</b>	<b>33</b>	<b>39</b>	<b>12</b>

### **Topics for Consideration Related to the Implementation of the Administrative Services Standards (2003)**

Now that the revised administrative services programs are in full implementation, there is time before the next revision of the standards to consider some issues that may be helpful to programs and employers in relation to these standards.

#### ***Topic 1: Issues related to the format of the Administrative Services Credential program standards.***

The adopted standards of quality and effectiveness include required elements following every standard. A preparation program is responsible to meet the requirements stated in the standard and also in each of the required elements. Based on the February 2007 Commission action to remove “Required Elements” from its standards, there is work to be completed on the Administrative Services program standards.

Question:

- What should staff consider in determining a work plan and timeline for reviewing and revising the Administrative Services standards?

#### ***Topic 2: Issues related to the examination for the Preliminary Administrative Services Credential***

The School Leadership Licensure Assessment (SLLA) owned and administered by Educational Testing Services (ETS) is under revision. It will be necessary to determine if the knowledge, skills and abilities assessed in the revised form are still in alignment with the California Professional School Leadership Standards (CPSLS). The format of the assessment itself may be changing—perhaps, to an on-line offering. At this point in time it may be beneficial to consider some questions related to the examination route for the preliminary administrative services credential.

Questions:

- Will the revised School Leadership Licensure Assessment (SLLA) adequately address the approved program standards?
- Should other examinations be considered?

***Topic 3: Issues related to the adequacy of the standards in preparing administrators capable of meeting the needs of all learners.***

Do the standards provide enough background knowledge for administrators to appropriately address the needs of all students or effectively deal with support services? In particular, concerns about how administrators are prepared to provide leadership in meeting the needs of English Learners and Special Education learners or operating school services have been shared.

It may be too soon to determine if this is indeed because of the knowledge, skills and abilities addressed in the standards language or in program implementation or if this is an issue of employment. However, a discussion of the topic with representative stakeholder groups may be useful. What type of preparation and how much should be in a preparation program and how much in a professional program and how much should be provided in districts by staff development? What is the role of the school district in this?

**Questions:**

- Are the knowledge, skills and abilities noted in the standard language sufficient in order to prepare candidates who can meet the needs of all learners?
- What are the assessments used by institutions to determine candidate competence and are they connected to meeting the needs of all learners?
- Is there evidence to indicate that programs are or are not addressing issues of meeting the needs of all learners?

An update following the August Commission meeting will be provided in the fall to the COA.